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and contain a wise selection of information. The danger of making the treatment of these subjects too technical has been successfully avoided, and just about those facts are presented which the American student of historical method ought to know.

The eight chapters on internal criticism and the interpretation of sources are made interesting and helpful by concreteness in method of treatment. On the other hand, they lay down no general principles concerning internal criticism and give no specific directions concerning its application. The introduction of both these features would add much to the value of this portion of the book. If Bernheim's method of treatment in his *Lehrbuch der historischen Methode und der Geschichtsphilosophie* had been imitated here the result would have been better.

The chapter on the "Search for the Truth" is good; it gives a clear statement of some of the factors which may affect the reliability of a source. But why it should have this caption is not clear. For there are many other influences and conditions which must be taken into account in judging the value of a source aside from those discussed in this chapter. Some of them are treated in the next chapter on "The Writer and His Times." As the whole purpose of internal criticism is to ascertain the truth, the use of this heading for that single chapter is misleading. In fact, a frequent lack of precision both in organization of material and in statement gives the impression that the writer has not so clear and firm a grasp on the fundamentals of his subject as could be desired. This does not mean that his book is a poor one. It is, rather, the best manual written in English for the use of college classes in historical criticism or for the teacher seeking a review of the subject.

E. E. SPERRY

SYRACUSE UNIVERSITY

Growth and Structure of the English Language. By OTTO JESPERSEN. (Second Edition, Revised.) Leipzig: Teubner, 1912. Pp. iv+259. M. 3.60.

In this second edition Professor Jespersen has made sparing alterations, and those only in minute details. The work is substantially identical with the edition of 1905, which has been reviewed by Allen Mawer in *The Modern Language Review*, I, 234-35. Its merit is unquestionably the wealth of fresh illustration, especially in the excellent treatment of Scandinavian influence so appropriate as coming from a professor of the University of Copenhagen. The author advisedly withdraws his former acknowledgments for stylistic corrections and the toning down of "rash assertions." Yet occasional solecisms still attract notice: p. 26, l. 7, *strongest*, referring to the stronger of two; p. 34, ll. 19-23, "But when Bede points out the district . . . of Jutland, his views have of late years been much contested"; p. 52, "between a great many" (cf. p. 244, l. 1); p. 65, l. 14, no antecedent for *it*; p. 142, "a comparative small portion of the vocabulary." The misprints in punctuation, of which I have noted fifty or sixty, will not surprise persons familiar with German printing of English texts. The author, however, is chargeable for occasional inferiority in word order, as in p. 66, l. 14, "both to time and space"; p. 138, "neither found in Shakespeare nor in the authorized version"; p. 169, "due either to gradation or mutation"; p. 224, "verb forms which only occur in rime"; p. 227, "which were not perhaps even clearly understood by the author."

In its larger aspects the book suffers from a somewhat precise paragraph structure, especially evident in the argumentative first chapter. There the elaborate justifi-

cation of "masculine" as an epithet to characterize the English language smacks rather of the philosophy of renascent Italy than of twentieth-century philology. It is a further drawback that the chapters offer no such coherent presentation of the subject *in toto* as one finds, for example, in Toller's *Outlines of the History of the English Language*. To achieve that, indeed, was difficult without risk of duplication; and all will agree that the present work is fundamentally sound, instructive, and interesting.

HARVARD UNIVERSITY

PERCY W. LONG

Wider Use of the School Plant. By CLARENCE ARTHUR PERRY. New York: Charities Publication Committee (Russell Sage Foundation), 1910. Pp. xiv+423. \$1.25.

In an introduction to the book, Dr. Gulick states his view of the problem of extending the use of the school plant. Three things must be borne in mind. First, the school is the natural focal point of the community's social life, since it centers the universal interest in children and cuts through social, religious, and even racial lines. Second, as the school already belongs to the people it is proper to employ it for their social activities. Making it useful for twelve instead of five hours a day would involve few administrative changes and a comparatively slight expenditure of money. The newer ideal does not limit its application to the schooling of children, but extends it to the intellectual progress of all who would follow the paths of learning. Third, in every case this movement for using school property and machinery to meet the larger community needs requires additions to the staff. The principals and teachers of the day school, even though willing to sacrifice time and energy to the wider work, should not be permitted to do so, their best service to the community being possible only when they are not overburdened.

Considering the multitude of good things, to select the salient features of this clear factual treatment involves the same difficulty that the traditional small boy meets when he makes his way through a Thanksgiving dinner. The results accomplished seem a fairy tale to those who attended the public schools twenty years ago. Some of the topics discussed are: evening schools at home and abroad, vacation schools, school playgrounds, public lectures and entertainments, evening recreation centers, social centers, organized athletics, games, folk-dancing, meetings in school-houses, and social betterment through wider use. A full index enhances the value of the work for those who are interested in a summary of the present situation in any special direction of improvement, and at the end of each chapter carefully selected references are suggested. The refreshing absence of theorizing about the scope and function of the public school insures a reading outside the circle of professional school men. Particular attention is given to the financial and administrative sides. Those whose mission is propaganda of new things and those engaged in the various lines of amelioration will find items bearing on their work.

The following features of the discussion deserve mention. (1) It is shown that there is a painful lack of the right kind of teachers and administrators of all forms of the extension work. Those who are afflicted with "pedagogical cramp" will not do. Neither will the man trained in the ways of the university necessarily appeal to a group of practical immigrants. In some cases men working at their trades during the day are found